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ABSTRACT

It is the purpose of the test described in this document to provide a procedure for economically evaluating several aspects of self concept relevant to school success. The test was constructed specifically for use with the child of Spanish or Mexican descent in the Southwest, but it is also appropriate for use with children from the Anglo culture. The test consists of 24 items; in each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself. This document includes directions for administering the test, the descriptive stories accompanying each test item, and details on scoring, interpretation, test construction, reliability, and validity. Statistical data and results are also included. For the illustrations used in the test, see FL 003 115 for the boys' version and FL 003 114 for the girls' version. (VM)

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PRIMARY SELF-CONCEPT SCALE

TEST MANUAL

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PURPOSE

The Primary Self-Concept Scale was designed to provide a procedure for economically evaluating several aspects of self-concept relevant to school success. This test was specifically constructed for use with the child of Spanish or Mexican descent in the Southwest. However, it is felt that the test is also appropriate for use with children from the Anglo culture.

TEST DESCRIPTION

Several of the more important qualities of the Primary Self-Concept Scale are:

1. that it measures self-concept relevant to school success.
2. that it does not require that the child be able to read.
3. that it is appropriate for use with children in grades K through 4.
4. that it can be administered to groups of children.
5. that it can be administered and scored by the classroom teacher.
6. that it can be administered in English, Spanish or both.

However, it must be recognized that at this point, the test is in the early stages of development, and consequently, only limited information is available regarding reliability, validity and norms. Interpretations of results must be viewed in this light.

The Primary Self-Concept Scale is composed of 24 items. Each item depicts at least one child in a positive role and at least one child in a negative role. The examinee is told a simple descriptive story about each illustration and is instructed to draw a circle around the person that is most like himself. The test is designed to measure the following eight aspects or factors of self-concept:

<u>FACTOR</u>	<u>ITEMS</u>
1. Peer aggressiveness/cooperation. Assesses child's view of himself in sharing and co-operating with his peers.	11,20,22
2. Peer ostracism/acceptance. Assesses child's view of his acceptance by his fellow students.	16,18,24
3. Intellectual self image. Assesses child's view of himself as a student, and his like or dislike of school.	2,4,10,19

<u>FACTOR</u>	<u>ITEMS</u>
4. Helpfulness. Assesses child's role as one who helps others/one who is helped by others, as seen by the child himself.	1, 8, 9
5. Physiological self. Assesses how child sees his physical self, i.e., large or small, strong or weak, dark skinned or light skinned.	13,15,21,23*
6. Adult acceptance/rejection. Assesses child's view of his relations with adult figures (parents, teachers); whether he sees them as accepting or rejecting him.	3, 5, 14
7. Emotional self. Assesses how the child sees himself emotionally, i.e., happy or sad, angry or not angry, or as a child who laughs more than he cries.	7, 12
8. Success/non-success. Child's view of himself as to success at task oriented pursuits.	6, 17

The test may then be scored to yield a total self-concept score and eight factor scores.

* This item is not scored. It is included for research purposes. The item is intended to reflect the self-perceptions of the child with regard to skin color.

ADMINISTRATION

DIRECTIONS

The Primary Self-Concept Scale is designed to be used with grades kindergarten through four. It may be administered individually or in groups of varying sizes. Along with the test administrator, it is recommended that proctors be utilized. This is especially critical for the lower grades (K, 1 and 2). Table 1 presents the minimum number of recommended proctors (see Table 1 in Appendix). The entire test should be administered in one session with no set time limitations. Each child must complete each item before the next item is introduced. It is important that the children be seated in such way that "copying" will be discouraged.

It is vitally important that each child fully understands the task in order that an accurate assessment of self-concept can be obtained.

The test administrator(s) must communicate to all the children, by whatever means necessary, the importance of responding to the test items in a careful manner. The test administrator should attempt to psychologically prepare each child to do his best on the Scale. The children must understand that they should be honest in their responses and should answer the test items on the basis of how they feel about themselves. The children should be encouraged to answer the test items from their own perspective, not according to how they think adults would like them to respond.

The children should be reassured that the self-concept test results will not affect their academic status in any way.

Each child should have a pencil with an eraser. Children in grades K-2 may need to have the required personal data recorded for them. Children in grades 3-4 may be able to give their personal data with some assistance.

Hand out booklets at this time and proceed with Instructions.

INSTRUCTIONS TO STUDENTS:

Eng.: TODAY WE ARE GOING TO DO SOMETHING DIFFERENT WITH ALL OF THE PICTURES ON THE PAGES OF YOUR BOOKLET. DO NOT MARK OR WRITE ON THEM UNTIL YOU ARE TOLD TO DO SO. WE ARE GOING TO WORK IN THE BOOKLET BY LOOKING AT ONE OR TWO PICTURES AT A TIME. WE WILL NOT GO ON TO THE NEXT PAGE UNTIL EVERYONE IS THROUGH WITH THE PICTURES WE ARE WORKING ON.

Span.: AHORA VAMOS A HACER ALGO DISTINTO CON LOS DIBUJOS EN SU LIBRO. NO MARQUEN LOS LIBROS NI ESCRIBAN EN ELLOS HASTA QUE SE LES DIGA. NO VAMOS A VOLTEAR LA PAGINA HASTA QUE TODOS HAYAN TERMINADO CON LOS DIBUJOS CON QUE ESTAMOS TRABAJANDO.

1. Eng.: TURN TO PICTURE ONE, WITH THE SQUARE NEXT TO THE NUMBER ONE.

(Test administrators should hold up a copy of test open to the correct illustration so children can confirm every page selection.)

LOOK VERY CAREFULLY AT THE PICTURES. THIS PICTURE SHOWS A BOY OR A GIRL WHO IS HELPING ANOTHER BOY OR A GIRL TIE HIS OR HER SHOE. WHICH ONE IS MORE LIKE YOU, THE BOY OR GIRL HELPING THE OTHER CHILD TIE THE SHOE, OR THE CHILD WHO IS BEING HELPED? DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MOST LIKE YOU. DO NOT WORRY ABOUT WHAT ANYONE ELSE THINKS. PLEASE DO NOT LOOK AT ANYONE ELSE'S BOOKLET. DRAW A CIRCLE AROUND THE BOY OR GIRL THAT YOU THINK IS TRULY MORE LIKE YOU.

Span.: VOLTEEN AL DIBUJO UNO, CON EL CUADRADO AL LADO DEL NUMERO. (El administrador debe levantar una copia del examen abierto a la ilustración correcta para que los niños puedan confirmar cada una de las selecciones de página.) MIREN ATENTAMENTE EL DIBUJO. ESTE DIBUJO ENSEÑA UN NIÑO O UNA NIÑA AYUDANDOLE A OTRO A ATAR SU ZAPATO. ¿A CUAL NIÑO O NIÑA TE PARECES TU, AL NIÑO AYUDANDO AL OTRO A ATAR SU ZAPATO, O AL QUE LE ESTAN AYUDANDO? HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE USTEDES PIENSAN SE PARECE MAS A USTEDES MISMOS. NO SE PREOCUPEN POR LO QUE OTROS PIENSEN. POR FAVOR, NO MIREN EL LIBRO DE SUS VECINOS. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE USTEDES PIENSAN EN REALIDAD SE PARECE MAS A USTEDES MISMOS.

Eng.: (The following directions are to be added for grades 3 and 4 only.)
I AM INTERESTED ONLY IN HOW YOU FEEL. BE HONEST. REMEMBER, DRAW A CIRCLE AROUND THE BOY OR GIRL THAT YOU FEEL IS MOST LIKE YOU.
(Items 2 through 24 are to be similarly administered, using the explanations given in the paragraphs that follow. The administrator may supplement these directions if he feels this is necessary to help the child understand what he is to do:)

Span.: (Las instrucciones siguientes se deben agregar para los grados 3 y 4 solamente.) SOLAMENTE ESTOY INTERESADO (A) EN LO QUE USTEDES PIENSAN. SEAN SINCEROS. RECUERDEN, HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE USTEDES PIENSAN SE PARECE MAS A USTEDES MISMOS. (Los artículos 2 al 24 deben ser administrados similarmente, usando las explicaciones en los párrafos siguientes. El administrador

puede suplementar las instrucciones si piensa que es necesario para ayudar a los niños a entender lo que tienen que hacer.)

2. Eng.: P. 2. TURN TO PICTURE TWO WITH THE CIRCLE NEXT TO THE NUMBER. THIS PICTURE SHOWS A BOY OR A GIRL READING AND SOME OTHER CHILDREN WHO ARE NOT READING AND ARE TRYING TO BOTHER THE CHILD WHO IS READING. WHICH BOY OR GIRL IS MOST LIKE YOU. DRAW A CIRCLE AROUND THE ONE THAT YOU THINK IS MOST LIKE YOU. (Pause 15 seconds between each item)

Span.: Dibujo 2. VOLTEEN AL DIBUJO DOS CON EL CIRCULO AL LADO. ESTE DIBUJO ENSEÑA UN NIÑO O NIÑA LEYENDO Y OTROS NIÑOS QUE NO ESTAN LEYENDO Y ESTAN TRATANDO DE MOLESTAR AL QUE ESTA LEYENDO. ¿CUAL NIÑO O NIÑA SE PARECE MAS A TI? HAGAN UN CIRCULO ALREDEDOR DEL QUE PIENSEN SE PARECE MAS A USTEDES. (Pausa. 15 segundos entre cada artículo)

3. Eng.: Ps. 3 and 4. TURN TO PICTURES THREE AND FOUR WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURES SHOW A BOY OR GIRL WHO IS HELPING MOTHER CARRY SOME GROCERIES, AND A BOY OR GIRL WHO IS NOT HELPING MOTHER, BUT RUNNING AWAY FROM HER. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 3 y 4. VOLTEEN A LOS DIBUJOS TRES Y CUATRO CON EL CUADRADO AL LADO DEL NUMERO. LOS DIBUJOS ENSEÑAN UN NIÑO O NIÑA AYUDANDOLE A SU MAMA A LLEVAR EL MANDADO, Y UN NIÑO O NIÑA QUE NO ESTA AYUDANDO A SU MAMA, SINO HUYENDO DE ELLA. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE USTEDES PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

4. Eng.: Ps. 5 and 6. TURN TO PICTURES FIVE AND SIX WITH THE CIRCLE NEXT TO THE NUMBER. ONE PICTURE SHOWS A BOY OR GIRL LOOKING OUT THE WINDOW AND THE OTHER PICTURE SHOWS A BOY OR GIRL WHO IS READING. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MORE LIKE YOU.

(Pause 15 seconds)

Span.: Dibujos 5 y 6. VOLTEEN A LOS DIBUJOS CINCO Y SEIS. CON EL CIRCULO AL LADO. UN DIBUJO ENSEÑA UN NIÑO O NIÑA MIRANDO POR LA VENTANA Y UN DIBUJO DE UN NIÑO O UNA NIÑA QUE ESTA LEYENDO. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE USTEDES PIENSAN SE PARECE MAS A USTEDES MISMOS. (Pausa. 15 segundos)

5. Eng.: Ps. 7 and 8. TURN TO PICTURES SEVEN AND EIGHT WITH THE SQUARE NEXT TO THE NUMBER. ONE PICTURE SHOWS A BOY OR A GIRL BEING SPANKED BY HIS OR HER MOTHER. THE OTHER PICTURE SHOWS THE BOY OR GIRL BEING LOVED BY HIS OR HER MOTHER. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 7 y 8. VOLTEEN A LOS DIBUJOS SIETE Y OCHO CON EL CUADRADO AL LADO. UN DIBUJO ENSEÑA UNA MAMA DANDO UNA ZURRA A UN NIÑO O NIÑA. EL OTRO DIBUJO ENSEÑA UNA MAMA ACARICIANDO AL NIÑO O NIÑA. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE USTEDES PIENSAN SE PARECE MAS A USTEDES MISMOS. (Pausa. 15 segundos)

6. Eng.: Ps. 9 and 10. TURN TO PICTURES NINE AND TEN WITH THE CIRCLE NEXT TO THE NUMBER. ONE PICTURE SHOWS A BOY OR GIRL BUILDING A LITTLE BLOCK HOUSE. THE OTHER PICTURE SHOWS A BOY OR GIRL NOT BEING ABLE TO BUILD A LITTLE BLOCK HOUSE. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 9 y 10. VOLTEEN A LOS DIBUJOS NUEVE Y DIEZ CON EL CIRCULO AL LADO. UN DIBUJO ENSEÑA UN NIÑO O NIÑA CONSTRUYENDO UNA CASITA DE BLOQUES. EL OTRO DIBUJO ENSEÑA UN NIÑO O NIÑA QUE NO PUEDE CONSTRUIR UNA CASITA DE BLOQUES. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE PIENSAN SE PARECE MAS A USTEDES MISMOS. (Pausa. 15 segundos)

7. Eng.: Ps. 11 and 12. TURN TO PICTURES ELEVEN AND TWELVE WITH THE SQUARE NEXT TO THE NUMBER. ONE PICTURE SHOWS A BOY OR GIRL WHO IS CRYING. THE OTHER PICTURE SHOWS A BOY OR A GIRL LAUGHING. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 11 y 12. VOLTEEN A LOS DIBUJOS ONCE Y DOCE CON EL CUADRADO AL LADO. UN DIBUJO ENSEÑA UN NIÑO O NIÑA LLORANDO. EL OTRO DIBUJO ENSEÑA UN NIÑO O NIÑA SONRIENDO. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE SE PARECE MAS A USTEDES MISMOS. (Pausa. 15 segundos)

8. Eng.: P. 13. TURN TO PICTURE THIRTEEN WITH THE CIRCLE NEXT TO THE NUMBER. THE PICTURE ON THIS PAGE SHOWS SOME CHILDREN CLIMBING BOXES. WHICH BOY OR GIRL IS MORE LIKE YOU? THE CHILD WHO IS HELPING OR THE CHILD WHO IS CLIMBING? DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MOST LIKE YOU. (Pause 15 seconds)

Span.: Dibujo 13. VOLTEEN AL DIBUJO TRECE CON EL CIRCULO AL LADO. EL DIBUJO EN ESTA PAGINA ENSEÑA UNOS NIÑOS SUBIENDOSE A UNAS CAJAS. ¿CUAL NIÑO O NIÑA SE PARECE MAS A TI-- EL NIÑO AYUDANDO, O EL NIÑO SUBIENDO? HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

9. Eng.: P. 14. TURN TO PICTURE FOURTEEN WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURE ON THIS PAGE SHOWS SOME CHILDREN PLAYING WITH A WAGON. WHICH BOY OR GIRL IS MORE LIKE YOU, THE CHILD WHO IS RIDING IN THE WAGON, OR THE CHILD WHO IS PUSHING THE WAGON? IF YOU ARE A BOY, DRAW A CIRCLE AROUND THE BOY THAT YOU FEEL IS MORE LIKE YOU. IF YOU ARE A GIRL, DRAW A CIRCLE AROUND THE GIRL THAT YOU THINK IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujo 14. VOLTEEN AL DIBUJO CATORCE CON EL CUADRADO AL LADO. EL DIBUJO EN ESTA PAGINA ENSEÑA UNOS NIÑOS JUGANDO CON UNA CARRETA. ¿CUAL NIÑO SE PARECE MAS A TI, EL NIÑO MONTANDO EN LA CARRETA O EL NIÑO EMPUJANDOLA? SI ERES NIÑO, HAZ UN CIRCULO ALREDEDOR DEL NIÑO QUE SE PARECE MAS A TI. SI ERES UNA NIÑA, HAZ UN CIRCULO ALREDEDOR DE LA NIÑA QUE SE PARECE MAS A TI. (Pausa. 15 segundos)

10. Eng.: Ps. 15 and 16. TURN TO PICTURES FIFTEEN AND SIXTEEN WITH THE CIRCLE NEXT TO THE NUMBER. THESE PICTURES SHOW A BOY OR A GIRL WHO IS DOING WELL WITH HIS OR HER SCHOOL WORK, AND A BOY OR A GIRL WHO IS NOT DOING WELL WITH SCHOOL WORK. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU FEEL IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 15 y 16. VOLTEEN A LOS DIBUJOS QUINCE Y DIECISEIS CON EL CIRCULO AL LADO. ESTOS DIBUJOS ENSEÑAN A UN NIÑO QUE LE VA BIEN EN EL TRABAJO DE LA ESCUELA Y A UN NIÑO QUE NO LE VA BIEN. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

11. Eng.: Ps. 17 and 18. TURN TO PICTURES SEVENTEEN AND EIGHTEEN WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURES ON THESE PAGES SHOW A BOY OR A GIRL WITH A DOG. WHICH BOY OR GIRL IS MORE LIKE YOU? DRAW A CIRCLE AROUND THE BOY OR GIRL THAT YOU FEEL IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 17 y 18. VOLTEEN A LOS DIBUJOS DIECISIETE Y DIECIOCHO CON EL CUADRADO AL LADO. LOS DIBUJOS EN ESTAS PAGINAS ENSEÑAN UN NIÑO O NIÑA CON UN PERRO. ¿CUAL NIÑO O NIÑA SE PARECE MAS A USTEDES? HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

12. Eng.: Ps. 19 and 20. TURN TO PICTURES NINETEEN AND TWENTY WITH THE CIRCLE NEXT TO THE NUMBER. THESE PICTURES SHOW A BOY OR A GIRL WHO IS SAD, AND A BOY OR A GIRL WHO IS HAPPY. DRAW A CIRCLE AROUND THE BOY OR GIRL THAT YOU FEEL IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 19 y 20. VOLTEEN A LOS DIBUJOS DIECINUEVE Y VEINTE CON EL CIRCULO AL LADO. ESTOS DIBUJOS ENSEÑAN UN NIÑO O UNA NIÑA QUE ESTA TRISTE Y UN NIÑO QUE ESTA FELIZ. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

13. Eng.: P. 21. TURN TO PICTURE TWENTY-ONE WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURE ON THIS PAGE SHOWS SOME BOYS FISHING AND SOME GIRLS PLAYING HOUSE. ONE OF THE CHILDREN IN THE PICTURE IS LARGER THAN THE OTHER. DRAW A CIRCLE AROUND THE CHILD THAT IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujo 21. VOLTEEN AL DIBUJO VEINTIUNO CON EL CUADRADO AL LADO. EL DIBUJO EN ESTA PAGINA ENSEÑA UNOS NIÑOS PESCANDO Y UNAS NIÑAS JUGANDO (A LAS COMADRITAS). UNO DE LOS NIÑOS EN EL DIBUJO ES MAS GRANDE QUE EL OTRO. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

14. Eng.: Ps. 22 and 23. TURN TO PICTURES TWENTY-TWO AND TWENTY-THREE WITH THE CIRCLE NEXT TO THE NUMBER. ONE PICTURE SHOWS A BOY OR A GIRL WHO IS LIKED BY THE TEACHER. THE OTHER PICTURE SHOWS A TEACHER WHO IS SCOLDING A CHILD. WHICH BOY OR GIRL DO YOU THINK IS MORE LIKE YOU? DRAW A CIRCLE AROUND THE CHILD THAT IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 22 y 23. VOLTEEN A LOS DIBUJOS VEINTIDOS Y VEINTITRES CON EL CIRCULO AL LADO. UN DIBUJO ENSEÑA UNA MAESTRA QUE QUIERE A UN NIÑO O NIÑA. EL OTRO DIBUJO ENSEÑA UNA MAESTRA REGAÑANDO A UN NIÑO. ¿CUAL NIÑO O NIÑA PIENSAN QUE SE PARECE MAS A USTEDES? HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

15. Eng.: P. 24. TURN TO PICTURE TWENTY-FOUR WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURE ON THIS PAGE SHOWS SOME CHILDREN PLAYING (TUG-OF-WAR). ONE OF THE CHILDREN IS LARGER THAN THE OTHER. DRAW A CIRCLE AROUND THE CHILD THAT YOU THINK IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujo 24. VOLTEEN AL DIBUJO VEINTICUATRO CON EL CUADRADO. EL DIBUJO EN ESTA PAGINA ENSEÑA UNOS NIÑOS JUGANDO (CON UN MECATE). UNO DE LOS NIÑOS ES MAS GRANDE QUE EL OTRO. HAGAN UN CIRCULO

ALREDEDOR DEL NIÑO QUE PIENSAN SE PARECE MAS A USTEDES. (Pausa.
15 segundos)

16. Eng.: P. 25. TURN TO PICTURE TWENTY-FIVE WITH THE CIRCLE NEXT TO THE NUMBER. THE PICTURE ON THIS PAGE SHOWS A GROUP OF CHILDREN TALKING. ONE BOY OR GIRL IS OUTSIDE THE GROUP AND IS NOT TALKING WITH THE REST OF THE CHILDREN. DRAW A CIRCLE AROUND THE BOY OR GIRL THAT YOU THINK IS MOST LIKE YOU, THE ONE AWAY FROM THE GROUP OR ONE OF THE CHILDREN IN THE GROUP. (Pause 15 seconds)

Span.: Dibujo 25. VOLTEEN AL DIBUJO VEINTICINCO CON EL CIRCULO AL LADO. EL DIBUJO EN ESTA PAGINA ENSEÑA UN GRUPO DE NIÑOS HABLANDO.. UN NIÑO O NIÑA ESTA FUERA DEL GRUPO Y NO ESTA HABLANDO CON EL RESTO DE LOS NIÑOS. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE SE PARECE MAS A USTEDES, EL QUE ESTA FUERA DEL GRUPO O UNO DE LOS NIÑOS EN EL GRUPO. (Pausa. 15 segundos)

17. Eng.: Ps. 26 and 27. TURN TO PICTURES TWENTY-SIX AND TWENTY-SEVEN WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURES ON THESE PAGES SHOW A BOY OR A GIRL WHO CAN FIX A PUZZLE, AND A BOY OR A GIRL WHO IS NOT ABLE TO FIX A PUZZLE. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU THINK IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 26 y 27. VOLTEEN A LOS DIBUJOS VEINTISEIS Y VEINTISIETE CON EL CUADRADO AL LADO. LOS DIBUJOS EN ESTAS PAGINAS ENSEÑAN UN NIÑO O NIÑA QUE PUEDE ARMAR UN ROMPECABEZAS Y UN NIÑO O NIÑA QUE NO PUEDE HACERLO. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE USTEDES PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

18. Eng.: P. 28. TURN TO PICTURE TWENTY-EIGHT WITH THE CIRCLE NEXT TO THE NUMBER. THE PICTURE SHOWS SOME BOYS OR SOME GIRLS PLAYING TOGETHER, AND ONE BOY OR GIRL WHO IS NOT PLAYING WITH THE REST OF THE CHILDREN. DRAW A CIRCLE AROUND THE CHILD THAT IS MOST LIKE YOU, THE CHILD PLAYING WITH THE OTHERS OR THE CHILD WHO IS ALONE. (Pause 15 seconds)

Span.: Dibujo 28. VOLTEEN AL DIBUJO VEINTIOCHO CON EL CIRCULO AL LADO. LOS DIBUJOS EN ESTA PAGINA ENSEÑAN UNOS NIÑOS O NIÑAS JUGANDO JUNTOS Y UN NIÑO O NIÑA QUE NO ESTA JUGANDO CON EL RESTO. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE SE PARECE MAS A USTEDES. EL NIÑO JUGANDO CON LOS OTROS, O EL NIÑO QUE ESTA SOLO. (Pausa. 15 segundos)

19. Eng.: Ps. 29 and 30. TURN TO PICTURES TWENTY-NINE AND THIRTY WITH THE SQUARE NEXT TO THE NUMBER. ONE PICTURE SHOWS A BOY OR A GIRL WHO IS READING. THE OTHER PICTURE SHOWS SOME BOYS AND GIRLS PLAYING IN THE SCHOOL ROOM. DRAW A CIRCLE AROUND THE BOY OR GIRL THAT IS MOST LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 29 y 30. VOLTEEN A LOS DIBUJOS VEINTINUEVE Y TREINTA CON EL CUADRADO AL LADO. EL DIBUJO ENSEÑA UN NIÑO O NIÑA LEYENDO. EL OTRO DIBUJO ENSEÑA ALGUNOS NIÑOS JUGANDO EN LA SALA DE CLASE. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

20. Eng.: Ps. 31 and 32. TURN TO PICTURES THIRTY-ONE AND THIRTY-TWO WITH THE CIRCLE NEXT TO THE NUMBER. ONE PICTURE ON THIS PAGE SHOWS SOME CHILDREN SHARING CANDY AND THE OTHER PICTURE SHOWS SOME CHILDREN FIGHTING. DRAW A CIRCLE AROUND THE BOY OR GIRL YOU THINK IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 31 y 32. VOLTEEN A LOS DIBUJOS TREINTA Y UNO Y TREINTA Y DOS CON EL CIRCULO AL LADO. UN DIBUJO EN ESTA PAGINA ENSEÑA ALGUNOS NIÑOS COMPARTIENDO DULCES Y ALGUNOS NIÑOS PELEANDO. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

21. Eng.: P. 33. TURN TO PICTURE THIRTY-THREE WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURE ON THIS PAGE SHOWS ONE BOY OR GIRL WHO IS STRONGER THAN THE OTHER. DRAW A CIRCLE AROUND THE BOY OR GIRL THAT IS MORE LIKE YOU. (Pause 15 seconds)

Span.: Dibujo 33. VOLTEEN AL DIBUJO TREINTA Y TRES CON EL CUADRADO AL LADO. EL DIBUJO EN ESTA PAGINA ENSEÑA UN NIÑO O NIÑA QUE ES FUERTE Y OTRO QUE ES DEBIL. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO O NIÑA QUE SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

22. Eng.: Ps. 34 and 35. TURN TO PICTURES THIRTY-FOUR AND THIRTY-FIVE WITH THE CIRCLE NEXT TO THE NUMBER. ONE PICTURE ON THIS PAGE SHOWS CHILDREN WHO ARE FIGHTING. THE OTHER PICTURE SHOWS SOME BOYS WHO ARE SHARING A BALL AND SOME GIRLS WHO ARE SHARING A DOLL. DRAW A CIRCLE AROUND THE CHILD YOU THINK IS MOST LIKE YOU. (Pause 15 seconds)

Span.: Dibujos 34 y 35. VOLTEEN A LOS DIBUJOS TREINTA Y CUATRO Y TREINTA Y CINCO CON EL CIRCULO AL LADO. UN DIBUJO ENSEÑA UNOS NIÑOS PELEANDO. EL OTRO DIBUJO ENSEÑA ALGUNOS NIÑOS JUGANDO CON UNA PELOTA Y UNAS NIÑAS QUE ESTAN JUGANDO CON UNA MUÑECA. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE USTEDES PIENSAN SE PARECE MAS A USTEDES. (Pausa. 15 segundos)

23. Eng.: P. 36. TURN TO PICTURE THIRTY-SIX WITH THE SQUARE NEXT TO THE NUMBER. THE PICTURE ON THIS PAGE SHOWS TWO CHILDREN PLAYING. DRAW A CIRCLE AROUND THE CHILD YOU THINK IS MORE LIKE YOU.
(Pause 15 seconds)

Span.: Dibujo 36. VOLTEEN AL DIBUJO TREINTA Y SEIS CON EL CUADRADO AL LADO. EL DIBUJO EN ESTA PAGINA ENSEÑA DOS NIÑOS JUGANDO. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE PIENSAN SE PARECE MAS A USTEDES.
(Pausa. 15 segundos)

24. Eng.: Ps. 37 and 38. TURN TO PICTURES THIRTY-SEVEN AND THIRTY-EIGHT WITH THE CIRCLE NEXT TO THE NUMBER. ONE PICTURE ON THIS PAGE SHOWS SOME CHILDREN PLAYING TOGETHER, AND THE OTHER SHOWS A CHILD PLAYING ALONE. DRAW A CIRCLE AROUND THE CHILD YOU THINK IS MOST LIKE YOU.
THANK YOU, CHILDREN. (Have children close booklets and ask proctors to collect them.)

Span.: Dibujos 37 y 38. VOLTEEN A LOS DIBUJOS TREINTA Y SIETE Y TREINTA Y OCHO CON EL CIRCULO AL LADO. UN DIBUJO EN ESTA PAGINA ENSEÑA ALGUNOS NIÑOS JUGANDO JUNTOS Y EL OTRO ENSEÑA UN NIÑO O NIÑA JUGANDO SOLOS. HAGAN UN CIRCULO ALREDEDOR DEL NIÑO QUE PIENSAN SE PARECE MAS A USTEDES.
GRACIAS, NIÑOS. (Haga que los niños cierren los libros y que los ayudantes los recojan.)

SCORING

The child is given a score of 1 on an item if he selected the child in the positive role and a score of 0 if he selected the negative role. Generally it is quite obvious which child in the illustration depicts the positive role and which depicts the negative role. It is possible to derive a total score and eight factor scores from this test (see page 20 for the list of items in each factor). All items are scored except item 23. This was intended to reflect how the child perceives himself with regard to skin color and was included for research purposes.

INTERPRETATION OF SCORES

There is a paucity of data relating to norms and the interpretation of scores. However, inspection of the relationship between performance on the Primary Self-Concept Scale and the Koppitz Human Figure Drawing Test has lead the authors to tentatively conclude that a score of 17 or lower for children in grades K through two or 19 or lower for children in grades three and four is likely to reflect an undesirably low total self-concept.

Interpretation of factor scores is even more tentative. However, a child scoring 0 on two or more items in a given factor area might be suspected of displaying an excessively negative self-concept in that area.

The user might be cautioned, though, that these cut-off scores reflect judgments based on a limited amount of information and thus should not be used as the final word in the assessment of a child. They are merely indicators. (See "Statistics", page 22)

TEST CONSTRUCTION

General

An earlier version of the Self-Concept Scale, with comparable male and female forms, was constructed and administered in 1970 to 703 children of primarily Mexican and Spanish descent in Grades K through four of District Number Two of the Las Cruces Public Schools, Las Cruces, New Mexico. The test was initially designed to provide an instrument which would assess the self perceptions of Mexican-American and Spanish-American children in the Las Cruces Bilingual Title VII Project.

This preliminary instrument consisted of twenty-one illustrations depicting a variety of social and academic situations. Within each illustration was at least one child in a positive role and one child in a negative role. The examinee was instructed to indicate the child which most nearly agreed with his perceptions of himself.

This initial instrument was designed to measure five aspects of self-concept which were felt to be relevant to school success. These were:

- (1) Behavior. How the child perceived himself, good or bad, in his inter-relationships with his parents.
- (2) Intellectual. How the child perceived himself in the academic setting.
- (3) Physical Appearance. How the child perceived himself physically, i.e., large or small, neat or ragged.
- (4) Peer Relationships. How the child perceived himself in his interactions with his peers.

- (5) Emotional State. How the child perceived himself as to being happy or sad; crying or smiling.

Phi correlations between pairs of items were computed and the resulting intercorrelations matrix was subjected to a factor analysis.¹ The results of this analysis are presented in Table 2 of the Appendix. On the basis of this analysis, it appeared that several items needed to be discarded because of low factor loadings. One of the factors appeared to have no identifiable underlying theme and thus was dropped. The remaining six factors and the items loading .5 or higher on those factors are described in Table 3. (See Table 3 in Appendix).

On the basis of this first administration, a revised version of the test was constructed. This revision includes items from the original version but also includes a number of new items. The new items are aimed at strengthening existent factors as well as measuring several additional factors. The following is a summary of the factors the revised instrument attempts to measure and the items appearing in the revised form that are used to measure for each factor:

<u>FACTOR:</u>	<u>ITEMS*</u>
1. Peer aggressiveness/cooperation. Assesses child's view of himself in sharing and cooperating with his peers.	11(19), 20(13), 22(20)
2. Peer ostracism/acceptance. Assesses child's view of his acceptance by his fellow students.	16(16), 18(9), 24(11)
3. Intellectual self image. Assesses child's view of himself as a student, and his like or dislike of school.	2(21), 4(2), 10, 19(14)

¹Scientific Sub-routine Package, Eigen Value = 1.0
Varimax rotation.

*Numbers in () indicate item number in original version.

<u>FACTOR:</u>	<u>*ITEMS</u>
4. Helpfulness. Assesses child's role as a helper/helpee, as seen by the child himself.	1, 8(15), 9(18)
5. Physiological self. Assesses how child sees his physical self, i.e., large or small, strong or weak, dark skinned or light skinned.	13, 15, 21, 23
6. Adult acceptance/rejection. Assesses child's view in relations to adult figures (parents, teachers); whether or not he sees them as accepting or rejecting him.	3(5), 5(1), 14
7. Emotional self. Assesses how the child sees himself emotionally, i.e., happy or sad, angry or not angry, or as a child who laughs more than he cries.	7, 12(5)
8. Success/non-success. Child's view of himself as to success at task oriented pursuits.	6, 17

*Numbers in () indicate item number in original version.

Statistics

Since the revised form of the Primary Self-Concept Scale has not at this writing been administered to a population of students, the information regarding reliability, factor structure and validity is based upon the original version of the test. Many of the items in the original appear in the revised form, thus it is felt that the data obtained on the original test will be reflective of the revised form. In fact, it is anticipated that the revised form of the instrument will be psychometrically more precise than the original.

Reliability of Test Scores

At this point, there is no direct evidence as to the reliability of the instrument.² However, factor structure stability and validity suggests that reliability of the test must be at least moderately high.

Stability of Factor Structure

In order to determine the stability of the factor structure (Table 1), the population was divided into two random groups, one with odd numbered students and the other with even numbered students. Test scores of each group were then factor analyzed. The results of these analyses are presented in Tables 4 and 5. Of particular interest was the extent to which factors in the second and third analyses resembled those in the first. Specifically, the extent to which items in Table 3 loaded together on the odd and even analyses was examined. The question was, for example

²Because the test is extremely short and because scores tend to cluster near the high end of the scale, procedures such as split-half or Kuder-Richardson are not adequate for assessing reliability. It is felt that test-retest procedures are the only acceptable means whereby reliability can be established.

if items 6, 13, 19 loaded on a common factor in the total analysis, did they load on a common factor in the odd and even analyses?

Table 6 summarizes this comparison. Inspection of this table reveals that the only difference between the analyses with regard to clustering of items on factors occurred with items 9, 11 and 16. In the total analysis and the odd analysis, these items loaded together; on the even analysis 11 and 16 loaded together on one factor and item 9 loaded on another factor.

Coefficients of congruence (Harman, 1967, p.270)³ were computed for each of the six factors. These coefficients were .99, .99, .98, 1.0, 1.0, and .94 respectively for the six factors in Table 6. Harman suggests that a coefficient of .95 or higher is very high.

Separate factor analyses were also performed on males and females. The results of these are summarized in Tables 7, 8 and 9. Inspection of Table 9 reveals a fair degree of congruence but some discrepancies do exist.

Thus, the factor structure of those items retained from the original test seems to be reasonably stable. This, however, cannot be taken as strong evidence that the factor structure of the revised form will conform to the hypothesized structure nor does it demonstrate stability of factor structure on the revised instrument. However, it does suggest that the revised instrument has the potential for a reliable structure and that expectations of such a structure are not unreasonable.

³Harman, H.H. Modern Factor Analysis. 2nd. ed., University of Chicago Press, 1967.

It also suggests that the original test had at least a moderate degree of reliability. If item reliability was not at least moderate, it is extremely unlikely that a stable factor structure would have emerged.

Validity

Validity of the original test was evaluated in two ways, concurrent and construct.

Concurrent Validity. Twenty first grade children and twenty fourth grade children were selected at random and were given the Koppitz (1968)⁴ Human Figure Drawing Test. This test was scored for total number of emotional indicators. This score was then correlated with the score on the retained items (Table 2) of the original Self-Concept Scale.

The correlation between number of emotional indicators and Self-Concept score for first graders was $-.75$, and for fourth graders was $-.39$.⁵ Both are significantly different from zero at the .01 level. While both of these coefficients are at best only moderate, it must be recognized that these two tests were designed to measure somewhat different areas of adjustment and were never intended to be interchangeable. However, it is reasonable to expect that self-concept would be related to emotional adjustment.

Content Validity.-- Several counselor educators at New Mexico State University were given a copy of the Primary Self-Concept Scale and asked for their professional comments concerning its apparent validity. These comments are presented on the following page.

⁴Koppitz, E.M. Psychological Evaluation of Children's Human Figure Drawings. New York, Grune and Stratton, 1968.

⁵Correlation coefficients would be expected to be negative since a high score on the Primary Self Concept Scale and a low score on the Human Figure Drawing Test reflect adequate adjustment.

Ross Easterling, Ed.D., Associate Professor, Department of Educational Psychology, New Mexico State University says:

The Primary Self-Concept Scale represents a creative and much needed contribution to the area of self-concept assessment for children in grades one through four. The drawings utilized depict persons and situations readily identifiable by a primary level child. Additionally, the authors provide an excellent set of instructions which enhance the instrument's usability.

Though still in an experimental stage of development, this imaginative instrument possesses obvious face validity and holds promise for research and school program development purposes.

Richard DeBlassie, Ed.D., Professor, Department of Educational Psychology, New Mexico State University says:

I have read the directions and carefully examined each of the stimulus situations in the Primary Self-Concept Scale. It appears that the Scale taps the self-concept in relation to such factors as:

- (1) parent-child relationships
- (2) the school environment
- (3) peer relationships
- (4) teacher-child relationships
- (5) child-pet relationships

These factors seem to be a representative sample of behaviors in the most crucial areas of the self-concept of children, and, as such, would appear to possess adequate content validity.

The scale also appears to have a tremendous amount of potential as a diagnostic indicator which might point to those areas in need of remedial counseling in relation to self-concept.

The instructions for administration are very explicit, thus making the inventory relatively easy to administer.

APPENDIX

- Table 1 Recommended Examinee/Examiner Ratios.
- Table 2 Factor Matrix from Total Group of Students.
- Table 3 Items Loading .5 or Higher by Factor.
- Table 4 Factor Matrix from Odd Numbered Students.
- Table 5 Factor Matrix from Even Numbered Students.
- Table 6 Factor Structure of Original Self-Concept Test.
- Table 7 Factor Matrix from Male Students.
- Table 8 Factor Matrix from Female Students.
- Table 9 Factor Structure of Original Self-Concept Test.

Table 1

Recommended
Examinee/Examiner Ratios
Of The
PRIMARY SELF-CONCEPT SCALE

<u>Grade Level</u>	<u>Ratio</u>
K	1 proctor to each 5 students
1	1 proctor to each 7 students
2	1 proctor to each 12 students
3	1 proctor to each 20 students
4	1 proctor to each 35 students

Table 2

FACTOR MATRIX FROM
TOTAL GROUP OF STUDENTS

VARIABLE	<u>FACTOR</u>						
	1	2	3	4	5	6	7
1	-.00	.03	-.08	.15	-.01	-.04	-.84
2	.16	.09	-.27	.59	-.06	.07	-.00
3	.31	.20	-.18	-.09	-.25	.07	-.47
4	.37	.09	-.40	.03	.06	.13	-.12
5	-.04	-.09	-.55	.09	-.21	.01	.06
6	.69	.00	-.26	.11	-.15	-.03	.16
7	.14	-.21	-.10	.40	-.39	-.22	-.06
8	.13	-.09	-.21	.08	-.63	.05	-.01
9	.27	.06	-.65	.10	.06	.04	.09
10	-.09	.16	-.18	-.03	-.54	.36	.05
11	.06	-.09	-.54	.14	-.10	-.19	-.25
12	.02	-.12	.00	.05	-.04	.83	.00
13	.63	.08	-.01	.01	-.34	-.08	-.02
14	-.11	.22	-.05	.71	-.02	-.08	-.02
15	.06	.77	.05	.07	-.09	-.05	.04
16	-.02	.16	-.59	-.08	-.12	.06	-.26
17	.13	.17	-.39	.02	-.35	-.34	.03
18	.03	.67	-.13	.13	.01	-.06	-.16
19	.69	-.01	-.01	.08	.00	-.00	-.19
20	.23	.14	.07	.04	-.66	-.11	-.20
21	.11	-.01	.05	.68	-.01	.08	-.08

Table 3
ITEMS LOADING .5 OR HIGHER BY FACTOR

<u>Factor</u>	<u>Original Item No.</u>	<u>Factor Loadings</u>
I. Aggressiveness vs Cooperativeness in interpersonal relationships with peers. Sharing and cooperating vs aggressiveness and hostility.	6 13 19	.68 .62 .69
II. Intellectual self. How does the student see himself as a student? As liking or disliking school?	2 14 21	.59 .70 .68
III. Peer relationships. Peer ostracism vs peer acceptance. Does the child see himself as being accepted or rejected by his peers?	9 11 16	.65 .54 .58
IV. Helping relationships. Does the child see himself as the helper or the helpee? Is he generally independent or does he see himself depending on help from his peers in working at a task?	15 18	.78 .66
V. Physiological self.	12	.83
VI. Acceptance-rejection. How the child perceives adults (parents, teachers); i.e., accepting or rejecting.	1	.84

Table 4

FACTOR MATRIX FROM
ODD NUMBERED STUDENTS

<u>VARIABLE</u>	<u>FACTOR</u>						
	1	2	3	4	5	6	7
1	.20	.22	-.03	.19	.02	.12	.74
2	.16	.59	.01	-.11	-.34	-.03	.04
3	.07	-.12	-.27	-.22	-.43	.07	.37
4	.50	-.10	-.20	-.12	-.12	.17	.05
5	.49	.01	.08	-.32	.05	.09	.10
6	.28	.07	-.02	-.17	-.70	-.01	-.25
7	.10	.28	.16	-.48	-.11	-.28	.05
8	.25	.03	.06	-.58	-.11	-.03	.14
9	.67	.03	-.03	-.08	-.16	.02	-.08
10	.09	.08	-.16	-.70	.03	.15	-.08
11	.59	.14	.08	.04	-.10	-.32	.11
12	.11	.07	.11	-.07	-.00	.67	.05
13	-.01	-.16	-.14	-.11	-.64	-.17	.37
14	-.07	.66	-.21	-.16	.13	-.29	.02
15	.03	.102	-.81	-.09	-.05	-.00	.04
16	.68	.06	-.10	-.07	-.08	-.03	.09
17	.39	.10	-.03	-.17	-.17	-.47	.15
18	.20	.26	-.59	.21	.02	-.30	.08
19	.16	.24	.11	.14	-.66	-.00	.08
20	.02	-.06	-.05	-.37	-.13	-.18	.66
21	.02	.60	-.02	-.02	-.01	.32	.03

Table 5

FACTOR MATRIX FROM
EVEN NUMBERED STUDENTS

<u>VARIABLE</u>	<u>FACTOR</u>							
	1	2	3	4	5	6	7	8
1	-.01	.15	-.13	.06	-.06	-.14	-.00	.73
2	.04	.49	.14	-.35	-.19	.20	.23	.20
3	.29	-.18	-.18	-.24	-.33	.02	.13	.52
4	.61	.18	-.21	-.13	.05	.03	-.31	.25
5	-.08	.09	-.12	-.68	.05	-.12	.19	-.04
6	.67	.08	.01	-.23	-.01	-.05	.23	.02
7	.15	.22	.16	.02	.10	-.11	.59	.37
8	.18	-.07	-.11	-.25	-.06	.11	.64	.03
9	.34	.05	.10	-.71	-.11	-.01	-.09	.10
10	.16	-.07	-.59	.08	-.07	.05	.10	.03
11	.01	.16	-.32	-.29	.20	.00	.27	.38
12	-.03	.02	-.14	.03	.02	.79	.08	-.19
13	.61	.11	-.12	-.20	-.01	-.03	.28	-.21
14	.02	.74	.01	-.15	-.13	.02	-.06	.06
15	-.01	.16	.01	.05	-.76	-.27	.01	-.10
16	-.06	.06	-.73	-.09	-.04	.02	-.05	.19
17	.16	.03	-.41	-.26	-.09	-.51	.21	-.11
18	.04	.02	-.12	.08	-.68	.18	.05	.21
19	.67	-.02	.01	.23	-.06	-.05	.18	.12
20	.35	.12	-.27	.10	-.24	-.04	.53	-.13
21	.17	.78	-.07	.08	.04	-.08	.10	.02

TABLE 6

FACTOR STRUCTURE OF
ORIGINAL SELF-CONCEPT TEST
WHEN FACTORED IN A SINGLE GROUP
AND WHEN FACTORED IN TWO GROUPS

ITEMS IN FACTOR AND THEIR FACTOR LOADINGS

<u>Total Group</u> n = 708	<u>Odd No. Subjects</u> n = 354	<u>Even No. Subjects</u> n = 354
1(.69), 13(.63), 19(.69)	6(.70), 13(.64), 19(.66)	6(.67), 13(.61), 19(.67)
15(.77), 18(.67)	15(.81), 18(.59)	15(.76), 18(.68)
2(.59), 14(.71), 21(.68)	2(.59), 14(.66), 21(.60)	2(.49), 14(.74), 21(.78)
12(.83)	12(.67)	12(.79)
1(.84)	1(.74)	1(.73)
9(.65), 11(.54), 16(.59)	9(.67), 11(.59), 16(.68)	11(.32), 16(.73)
		9(.71)

Table 7

FACTOR MATRIX
FROM MALE STUDENTS

<u>VARIABLE</u>	<u>FACTOR</u>						
	1	2	3	4	5	6	7
1	.25	.37	-.09	-.26	.14	.17	-.08
2	.02	.41	.05	.05	.23	-.47	-.14
3	.57	.02	-.25	-.14	.31	-.05	-.07
4	.68	.04	-.07	.06	-.06	-.23	-.27
5	-.10	-.05	-.26	.04	.17	-.11	-.65
6	.22	-.07	-.08	.01	-.07	-.74	-.04
7	.01	.26	-.07	-.08	.10	-.62	-.04
8	-.01	-.10	-.26	-.02	.15	-.59	-.30
9	.26	-.01	.13	.12	.05	-.21	-.64
10	.10	-.00	.01	-.12	.74	-.12	-.11
11	-.05	.26	-.01	-.30	-.32	-.36	-.43
12	-.32	.21	.04	.30	.37	-.03	.07
13	.23	.08	-.72	.06	-.20	-.21	.03
14	.01	.80	.03	-.00	.10	-.06	-.05
15	.20	.03	-.01	-.62	.22	.07	.12
16	.28	.15	.09	-.20	-.06	.08	-.54
17	.01	.07	-.12	-.42	.00	-.42	-.22
18	-.07	.04	-.06	-.68	-.08	-.13	-.03
19	.44	.11	-.07	-.11	-.10	-.48	.29
20	.04	.07	-.81	-.17	.12	-.08	-.04
21	-.01	.67	-.14	-.03	-.16	-.13	.04

Table 8

FACTOR MATRIX
FROM FEMALE STUDENTS

<u>VARIABLE</u>	<u>FACTOR</u>							
	1	2	3	4	5	6	7	8
1	.05	-.09	-.00	-.73	.07	-.11	.17	-.05
2	.14	-.11	-.05	-.17	-.15	-.46	.18	-.43
3	.19	-.09	-.44	-.58	.01	.06	.17	-.02
4	.00	-.04	-.16	.03	-.33	-.43	.34	.13
5	.16	.07	.08	-.12	.16	-.23	.49	.01
6	.81	-.09	-.09	.04	-.03	-.10	.19	-.00
7	-.08	.05	-.13	-.08	.78	-.11	.16	-.03
8	-.13	.05	-.74	-.26	.01	-.05	-.01	.02
9	.36	-.09	-.06	.04	.10	-.30	.50	-.07
10	.08	.04	-.56	.33	-.25	.06	.25	-.04
11	-.06	.20	-.19	-.24	-.20	.07	.64	-.17
12	.01	-.03	-.11	.06	-.18	-.27	.04	.70
13	.56	-.07	-.52	.06	.14	-.05	.06	-.10
14	-.03	-.19	-.11	.04	-.09	-.29	-.01	-.72
15	.10	-.79	-.01	-.00	.10	-.06	-.03	-.00
16	.10	-.16	-.14	-.22	.04	.03	.66	.16
17	.17	-.31	-.13	.23	.28	.18	.56	-.08
18	-.09	-.71	-.07	-.21	-.25	-.04	.13	-.21
19	.80	.08	.04	-.26	-.11	.05	.07	.06
20	.21	-.18	-.62	-.05	.27	-.02	.13	.03
21	.03	-.03	.04	-.05	.21	-.80	-.05	-.02

TABLE 9

FACTOR STRUCTURE OF
ORIGINAL SELF-CONCEPT TEST WHEN
FACTORED IN A SINGLE GROUP AND
WHEN FACTORED BY SEX GROUPING

ITEMS IN FACTOR AND THEIR FACTOR LOADINGS

Total Group	Males	Females
6(.69), 13(.63), 19(.69)	2(.47), 6(.74), 19(.48)	6(.81), 13(.56), 19(.80)
15(.77), 18(.67)	15(.62), 18(.68)	15(.79), 18(.71)
(.59), 14(.71), 21(.68)	1(.37), 14(.80), 21(.67)	2(.46), 21(.80)
12(.83)	12(.37)	12(.70), 14(-.72)
1(.84)	1(.37), 14(.80), 21(.67)	1(.73)
(.65), 11(.54), 16(.59)	9(.64), 11(.43), 16(.54)	9(.50), 11(.64), 16(.66)